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OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

RESEARCH IN AMERICAN COLLEGES
ASSOCIATION OF AMERICAN UNIVERSITIES

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gift
Prof. E. C. Case
5-9-28

GENERAL ANNOUNCEMENTS

ANNUAL MEETING.—The next annual meeting will be held at the University of Chicago, Monday and Tuesday, December 28 and 29, in connection, for the first time, with the Modern Language Association. Reduced transportation rates are assured: Important matters will require the attention of the Association and the Council. Fuller information will appear in the November *Bulletin*.

PERSONNEL DIVISION, AMERICAN COUNCIL ON EDUCATION.—An analysis of the distribution of calls from appointing officers during 1924-1925 showed the largest number in English, followed by Romance Languages, History, Economics, Engineering, Biology and Education, Mathematics, etc.

The registration by subjects included presidents 271, deans 320, professors or instructors in Agriculture 1364, Biology 1293, Chemistry 1440, Economics 1214, Engineering 1392, English 1927, Romance Languages 1072, Medicine and Dentistry 1750, etc.

Calls for teachers received during the five months ending May 1 represented 134 institutions; 1000 graduate students were registered. During the year 25 colleges were visited by the representative of the Division for the purpose of discussing its problems with administrative officers.

Institutions having a large registration include University of California 502, Yale 323, Northwestern 202, Chicago 430, Illinois 518, Iowa State College 237, State University of Iowa 310, Harvard University 432, University of Michigan 496, University of Minnesota 656, University of Missouri 263, Columbia University 533, Cornell University 481, New York University 252, Pennsylvania State College 291, University of Pennsylvania 451, University of Texas 290, University of Wisconsin 663.

NATIONAL RESEARCH COUNCIL.—The Division of Educational Relations has issued bulletins on various careers in science. Copies may be obtained on application to Dr. Vernon Kellogg, National Research Council, Washington, D. C.

RESEARCH IN AMERICAN COLLEGES¹

A series of important conferences and discussions upon the promotion of research in colleges has been held during the past few months, under the general auspices of the Division of Educational Relations of the National Research Council.

A few of the noteworthy opinions and resolutions, excerpted from the memoranda of the Division of Educational Relations, will no doubt be of general interest.

A preliminary meeting was held in Washington, December 31, 1924.

"After consultation with a number of college teachers and half a dozen discussion conferences with college faculties, it was thought best to get together informally a small group representing a few colleges in which appreciation of research had been evident and to place before them the idea of encouraging college teachers in research through a national organization which should have this as its object. December thirty-first there met at luncheon at the Cosmos Club the following persons:

Professor R. A. Budington, Oberlin College, Zoology
Professor C. A. Duniway, Carleton College, History
Professor Katherine J. Gallagher, Goucher College, History
Professor H. B. Goodrich, Wesleyan University, Zoology
Professor Walter N. Hess, DePauw University, Zoology
Professor H. N. Holmes, Oberlin College, Chemistry
Professor C. E. McClung, Pennsylvania, Zoology
Professor M. M. Metcalf, National Research Council, Zoology
Professor John A. Miller, Swarthmore College, Astronomy
Professor Ann Morgan, Mt. Holyoke College, Biology
President G. D. Olds, Amherst College
Professor S. R. Williams, Amherst College, Physics
Professor W. R. Wright, Swarthmore College, Physics
Professor Anne Young, Mt. Holyoke College, Astronomy"

This was followed by a conference which met March 20, in Washington, and after a full day of discussion voted that:

"We, the representatives of twenty-four American colleges and educational organizations, assembled in Washington, request the Division of Educational Relations of the National Research Council

¹ Extracts from a report to the National Research Council transmitted by the Chairman of Committee R, Encouragement of University Research, W. A. Oldfather.

to proceed, in their discretion, to the organization of a Committee or Board to study the subject of promotion of productive scholarship among the teachers in American colleges and to move to its accomplishment; and we appoint the following named persons to constitute a committee to bring this matter to the attention of said Division of Educational Relations and to act for us in forwarding this project in any further ways which seem to them advisable.

Committee:

Professor Mary W. Calkins, Wellesley College
Chancellor Samuel P. Capen, University of Buffalo
Professor Edward Ellery, Dean of Union College, Secretary of Sigma Xi
Professor C. E. McClung, University of Pennsylvania
Dr. Maynard M. Metcalf, *Chairman*, Division of Biology and Agriculture, National Research Council."

Extracts from an Address by M. M. Metcalf

"The development of the individual to the point of his best contribution to society involves his finding himself and his powers by self-directed and inwardly motivated use of his powers. The receptive attitude must be replaced by the constructive.

"Unfortunately in our whole educational system from the primary work on, there is the constant tendency, hardly avoidable in any great system, to restrain the expression of individuality and suppress its development, routine taking the place of individual initiative. The university, in the case of many students, has to overcome this unfortunate trend of the school years preceding and help the student to find himself and develop the habit of independent thinking and self-directed contribution to society. A larger proportion of this independent contributing attitude might well be encouraged among college students. . .

"College teaching that does not carry to the student the urge to devote himself to the pursuit of knowledge in the field of study involved, is not teaching of the highest type. For teaching of the highest type it is necessary that the teachers shall be productive scholars in their fields. To get the best teaching in college we must help the teachers themselves to be productive in their own fields."

Argument for the Development of a Plan to Promote Increased Creative Effort in American Colleges, by C. E. McClung

"1. The level of scholarship in the American college has not risen in proportion to the demands made upon it by recent social and educational advances.

"2. Some definite plan with concerted effort to carry it out seems to be necessary to meet the situation.

"3. Since the faculty is the determinative element in the problem the plan most promising of results seems to be one which will encourage and support teachers in original work.

"4. This support and encouragement must come from the administration of the college.

"5. It may take the form of any recognition of the place of original work in college life, but practically it should be directed toward definite assignments of time for this purpose and various devices for protecting teachers in the use of this time for the specified purpose.

"6. In the administration of any plans it is recognized that conditions in various institutions are so different that the utmost flexibility must be provided.

"7. It is also recognized that what is here proposed as an aid to college improvement constitutes one element of a varied complex of agencies promoting intellectual inspirations in the college, and that it should be related in all effective ways to the other elements.

"8. Since the present plan does not contemplate an increased output of research as its main objective, but rather the stimulation of the spirit of originality in teacher and student, it is essential that, in large part, the work involved should be done in the college.

"9. Upon agreement on plans, it is considered that an effective conduct of the project will require a small but representative body which will be able to consider general problems and specific cases and recommend or provide financial or moral support as may be needed."

Suggested Methods for Encouraging Research in Colleges and Advisory Suggestions to the Board

"I. Gather data as to present condition of research in the several colleges and the factors now effective in its encouragement.

"II. Study the whole problem, seeking suggestions from all sources.

"III. Serve as clearing-house for ideas giving data and suggestions to the several colleges.

"IV. Personal visitation for gathering and for giving information and suggestion.

"V. Emphasize the idea by all available methods to faculty, administration, trustees, students, alumni, coöperators, donors.

"VI. Secure establishment of, and encourage, and cooperate with research committees in at least the stronger colleges, these serving as liaison committees with the Board. Such committees to have responsibility for and funds to appropriate for the following objects:

"Surveys of their own colleges, department by department, to see: (a) what is already being done in research, (b) what adjustments could be made, without additional cost, in furtherance of research, (c) what definite large accomplishment could be had through use of small sums of money, department by department, (d) what larger financial support should the college seek in strengthening, teaching and promoting research by

- (1) cutting down hours of teaching, probably involving appointment of new teachers and assistants
- (2) establishing some part-time research professorships
- (3) giving leaves of absence for study, with full salary and perhaps a small additional sum for travel
- (4) paying expenses to research society meetings
- (5) paying expenses for travel to consult libraries, confer with scholars, gather or see material, etc.
- (6) providing clerical assistance and taking administrative routine off the hands of teachers
- (7) establishing research assistantships and research instructorships
- (8) providing apparatus, books, photostat copies, etc., purchasing materials for research
- (9) devising means of recognizing and honoring success in research by advance in dignity of position or in salary
- (10) giving assistance in publication, both in preparation of manuscripts and in their printing; and in this connection arranging with selected teachers for the writing of series of lectures or books to be published by the colleges. (The publication of results of the teachers' work by the college is recommended by a number of our consultants and one urges the publication once a year of a group of selected outstanding papers by students)
- (11) keeping track of research going on in the college and giving it proper publicity in the college and elsewhere

- (12) aiding in arranging cooperation in research, (a) between men, (b) between departments, (c) between institutions
- (13) organizing attack upon problems of the local environment: archaeological, historical, economic, sociological, geological, biological, etc., and securing cooperation of local organizations and institutions including chambers of commerce, clubs, schools, historical societies, etc.
- (14) consulting with research committees in other institutions
- (15) in general, doing all in their power to see that research is recognized as a legitimate, a needed, service of the teacher to the college; defending research from encroachments championing it, extending it, and securing it honor
- (16) exercising the important, though disagreeable, negative function of excluding from grants for research those not able or likely to use them worthily.

Such a research committee would naturally be made up of teachers and administrators who have done independent research since leaving the University, and are still engaged in research, and of some one or more representatives of the trustees understandingly sympathetic with research.

"The Board having surveyed the colleges, partly by its own study and partly by the cooperation of the research committees in the several institutions, should report upon the conditions found and should grade the colleges (A, B, and C) on the basis of their relation to research.

"It should make definite recommendations as to methods of promoting research in the colleges and take these recommendations to the colleges.

"Among these methods to be recommended would be those named under the preceding "section VI" as to the activities of the research committees in the several colleges; conferences between chairmen of the research committees of the several colleges; exchange professorships, (a) between colleges, (b) between colleges and universities, (c) and exchange of men between colleges and industries.

"The Board should serve as an intermediary between the several colleges and individual college teachers, on the one hand, with their opportunities and needs, and, on the other hand, with the organizations, institutions, foundations, and individuals able and interested to take advantage of these opportunities and meet these needs by gifts of service or money or cooperation. The Board should classify and group these opportunities and needs, bringing each group to the attention of the person or agency which might properly be asked

to assist. The large foundations cannot give attention to minor requests, but would give consideration to a request large in the aggregate comprising a group of thoroughly studied and carefully sifted items succinctly but adequately described.

"Effort for the promotion of research of college teachers is very closely related to the effort to advance the interest of the gifted student. It is in large measure directed to the same end. There should be closest cooperation between the two movements and the missionaries of each would naturally take full advantage of every opportunity to promote the other. One endeavors to secure better ideal and method in the relation of teacher to gifted pupil; the other endeavors to quicken the intellectual life of the teacher for the sake of the stimulus which will thus pass to the pupil. The better care of the able student will also be a stimulus to the teacher. The two movements will be mutually helpful and are one in ultimate aim.

"Finally, emphasis must be laid upon the freedom of the Board to use a great variety of methods adapted in each instance to the college or the individual assisted."

LOCAL AND CHAPTER NOTES

JOHNS HOPKINS. *Reorganization*.—The plans for the reorganization of Johns Hopkins University recently put forward by President F. J. Goodnow have been summarized by him in the following statement. It is understood that many of the details of the plan have not yet been elaborated; and no official announcement of the adoption of these proposals by the faculty and board of trustees has thus far been made.

The University would cease to provide elementary collegiate instruction. By "elementary" instruction is meant those courses ordinarily given during the first two years of the American college.

The University would confine itself to advanced work in certain special fields, in which it has the necessary equipment in the way of laboratories, libraries, or collections.

By "advanced work" is meant work done by students who come to the University properly prepared and with the desire to devote themselves to some definite branch of knowledge.

The conditions requisite for admission to these advanced courses would be formulated by the professors in charge of each particular subject. It may be said in general that a student who has been graduated from a junior college or who has completed two years at a standard college might expect to be admitted.

The only degrees to be conferred by the Philosophical Faculty would be Master of Arts, for which three years' residence would be required ordinarily, and Doctor of Philosophy, for which at least one additional year would be requisite. In the formal statement of the requirements for these degrees the emphasis would be placed on proficiency and achievement rather than on years of residence.

The plan inevitably would result in the ultimate withdrawal of the University from those activities which are not distinctly connected with advanced work.

Changes would be made in the School of Engineering so that in effect Engineering would be considered as on the same basis as Medicine, Hygiene, and subjects such as Physics, Chemistry, and Biology.

Under the conditions already outlined it is clear that such features of modern college life as "organized athletics," "college activities," etc., would not assume the same importance as at present.

Inasmuch as the plan contemplates the withdrawal of the University from its present relations with the State of Maryland, the proposal cannot be put into effect until after confer-

ence with the Assembly. Although the Assembly will not be in session until January, 1927, preliminary conferences with the State authorities will be held prior to that time so that the proposals laid before the legislators may be made with a view to the best interests of both the State and the University.

A four-year course of instruction, similar to that now given, must be provided for those students who may wish to enter the University this coming fall and in 1926.

Thus, though preparation for the proposed reorganization may begin now, the period of transition must extend at least until the fall of 1930. From then on the plan could come into complete operation.

The Perkins-Ernst Copyright Bill

"The Johns Hopkins University Chapter of the American Association of University Professors voted unanimously at its regular annual meeting last night to endorse the Perkins-Ernst copyright bill.

"In taking such action this Faculty but repeats its petition of 1888 to Congress in behalf of international copyright. The Act of 1891 and that of 1909, now in force, failed to give the author's product the full recognition requested. Our law still says to him, as to no other kind of producer, that unless his English work is manufactured here it shall be declared public property. The result of this blow at the foreigner is a greater injury to ourselves, for we are denied admission to the International Copyright Union, and our own authors are subject to piracy beyond our bounds, unless they put the public to the expense of supporting double publication. We cannot too soon wipe out this national disgrace.

"We regret to note that while Congress sets about discharging this debt of honor, two or three international publishers ask you to take away the right of institutions and individuals directly to import authorized foreign books if American editions are issued. They propose that such books be got only through the American publisher. This subjects educational institutions, teachers, and students to vexation and delay in acquiring needed texts. We have no ready way of knowing when such reprints exist or are contemplated. Such interference in the circulation of authorized editions is foreign to a proper copyright statute, is uneconomical, has no counterpart abroad, and is inconsistent with American practice from the beginning, in dealing with educational institutions, whether on the score of copyright or tariff."

MICHIGAN. *Plan for the Selection of a President.*—"After the death of President Burton the Board of Regents of this University, which has full power in the selection and election of a President, voted to create a Joint Committee consisting of three members of the Board of Regents and three members of the faculties of the University who should make the nomination of a President to the Board of Regents. The election of the faculty members of the Committee was vested in the Senate Council, a body consisting of the Deans of the various schools with additional members for the College of Literature, Science, and the Arts, for the College of Engineering and Architecture, and for the Law and Medical Schools, such additional members elected by their respective faculties. The Senate Council elected, as the faculty members of this Joint Committee, Professor Sadler of the College of Engineering, Professor Huber of the Medical School, and Professor Reeves of the College of Literature, Science, and the Arts. A period of about four months was devoted to the examination of the situation, at the end of which period the Joint Committee unanimously agreed upon the choice of President Clarence Cook Little of the University of Maine. No other name was submitted to the Board of Regents, which thereupon unanimously elected Dr. Little to be the President of this institution. It should be said in addition that the Regents formally invited the members of the various faculties of professorial rank to submit to the Committee names for the Committee's consideration."

PURDUE. *The New Division of Educational Reference.*—"The purpose of this new agency is to provide the President and faculty of the institution with the ways and means for a continuous critical examination of the internal operation of the institution. During recent years the University has grown very rapidly and the prospect is that this growth will continue. More and more we are confronted with difficult mechanical and educational adjustments.

"The conventional plan of referring problems and proposals to special faculty committees has more or less serious limitations. Too often capable men are unwisely diverted from their teaching and their research.

"Through this Division of Educational Reference we are hoping that the faculty itself may be able to have placed at its disposal those facts upon which changes in policies should rest.

"Dr. McClusky will have the professorial rank. His first duties

will be in connection with a series of problems which have been proposed by the faculty for immediate study."

TENNESSEE. *Copy of House Bill No. 185; Butler.*—"An Act prohibiting the teaching of the Evolution Theory in all the Universities, Normals, and all other public schools of Tennessee which are supported in whole or in part by the public school funds of the State, and to provide penalties for the violation thereof.

"Section 1. Be it enacted by the General Assembly of the State of Tennessee, That it shall be unlawful for any teacher in any of the Universities, Normals, and all other public schools of the State which are supported in whole or in part by the public school funds of the State, to teach any theory that denies the story of the Divine creation of man as taught in the Bible, and to teach instead that man has descended from a lower order of animals.

"Section 2. Be it further enacted, That any teacher found guilty of the violation of this Act, shall be guilty of a misdemeanor and upon conviction, shall be fined not less than One Hundred Dollars (\$100.00) nor more than Five Hundred Dollars (\$500.00) for each offense.

"Section 3. Be it further enacted, That this Act take effect from and after its passage the public welfare requiring it."

The American Civil Liberties Union in a special pamphlet makes the following comments on the Scopes case:

"The case is important first, because it involves similar laws and regulations adopted by Boards of Education in other states, and efforts either made or actively in progress in various states to achieve the same results. It is not generally known that restrictions on public teaching by legislative acts have been more numerous within the last year than at any time in American history. Not only are there the anti-evolution laws, but laws making the reading of the Bible in schools compulsory, laws against employment of radical and pacifist teachers and for prescribed forms of loyalty. The "Lusk Laws" in New York State in 1920, aimed at radical and pacifist teachers, were the first of the new crop. The others followed rapidly. All of them involve precisely the same issues as the laws punishing opinion passed during the war, and the criminal syndicalism and sedition laws passed in 35 states during and just after the war. All of them make crimes of certain opinions, beliefs, and utterances.

Never before in American history has such a wholesale effort been made to regulate public opinion and to penalize minority and heretical views.

"The Tennessee case is also important from a legal standpoint, in the light of the constitutional guarantee of the separation of church and state. What the law virtually does is to write the Bible into public instruction and to make fundamentalism an official religion.

"The Civil Liberties Union is interested in the case because it affords a clear legal test of the right of a majority acting through the legislature to determine what shall or shall not be taught in public schools. Defeat of this attempt, of which we are confident in the higher courts, ought to help end the tyranny over minority and unpopular views which has grown at such an amazing pace since the war. Its result should be significant not only in the field of public instruction but on freedom of opinion in general."

TEXAS. *An Address to the President on Behalf of the Faculty.*¹

"Mr. President:

"It may occur to some that the Faculty on such an occasion, like good children in our grandmothers' time, 'should be seen and not heard,' but the committee which arranged these exercises assigned it a speaking part. On reflection this must seem fitting. The relations of President and Faculty are reciprocal and direct. To no other group of men and women in Texas is your inauguration of such vital interest and importance; but conversely the loyalty and trust and sympathetic understanding of no other group is so nearly indispensable to your own successful labor.

"No one is more conscious than I of manifest temerity in assuming to express the sentiment of the Faculty on a particular subject, because wherever two or three of us are gathered together there are always many opinions; yet I dare assert without fear of amendment or debate that the Faculty wishes you a happy and successful administration and stands ready to cooperate in making it such. Though this is scarcely more than saying that we wish our own happiness and success, we are sincere. We wish you well.

"Our purpose, I take it, yours and ours, is the same—to realize that vague, dim vision of the Constitution, 'a University of the first class.' The attainment of that goal lies through one single chan-

¹ By Professor E. C. Barker at the inauguration of President W. M. W. Splawn, June 8, 1925.

nel—a first class faculty. It can be reached by no other route, and it is your principal function to develop conditions that will enable you to obtain and hold such a faculty. This in part is a matter of money. University professors, like business men, lawyers, and other highly trained experts, respond to the law of supply and demand. As a class the best are to be found where the best salaries are paid, and can be attracted only by higher salaries. But money alone is not sufficient. Outstanding scholars will not work under restraint. They are not to be 'hired' and 'fired.' They will not submit their competency and their fitness to any test but the verdict of their professional peers. They will not consent to hold or resign a position at the smile or frown of student or ex-student opinion.

"Such men demand, and in the great universities of this country and Europe they have—and the universities are great because they have—(1) permanent tenure; (2) freedom of thought and speech, restrained only by taste and good sense; (3) a peaceful atmosphere of assured stability in which to work. Great universities impose no restrictions on the intellectual independence of their faculties, and their governing boards tolerate no interference with them by others.

"We have not had these conditions here. It could serve no useful purpose to particularize, but it is no secret to my academic colleagues here or elsewhere, that a call to the University of Texas arouses no thrill of elation, but only hesitation and doubt; and that for a long time we have been losing more good scholars than we are replacing. No doubt this is an ungracious thing to say. We Texans are much given to talking of the 'Great State of Texas,' its primacy in agriculture and exports; its great mineral resources; and its rapid strides in manufacturing. We are smugly self-satisfied, blind to our insularity, and the University is the victim of our smugness. For the real University—not the stately mirage that floats in our admiring vision—is judged by standards which we do not set, and which are little affected by what we think. The University of Texas is part of a university world and must conform to its standards and conventions or suffer the penalty. The penalty is that we must recruit our faculty from the young and untried or from the ranks of the tried and proved mediocrity. We are not exempt from the economic law of diminishing returns, and so long as we are content to occupy marginal ground in the university commonwealth we must accept the sort of service that goes with that position.

"Needless to say, the standards by which we are judged have little to do with magnificence of plant or size of enrolment.

"There is little the faculty can do about this situation except look to the future with such cheerfulness as experience has left us. We do look to the future despite the blasting assurance of the Chairman of the Board of Regents at a recent Faculty meeting that for us 'the future is here.' We look to you, Mr. President. You are young, you know the standards and conventions of the university world, you are a native of this state and know its people and its sensibilities and can speak unpleasing truths without offense. You do not shrink from labor. Make a University here that shall command the respect of the best universities and the best scholars in this country. Money and stable support are indispensable. These must come directly through the legislature and the governor and ultimately from the people, and at first, no doubt, they will come hard. There are so many competitors for the State's generosity. But more necessary is a spirit, to be developed without money and without price, which shall guarantee to members of this Faculty security of tenure, independence, and freedom from external interference and from the less fatal but exasperating nuisance of excessive internal administration. The establishment of this spirit rests with you and the Board of Regents; but most directly the responsibility is yours, because you know the canons of the academic world and the price that must be paid for ignoring or compromising with them.

"A faculty developed in this spirit will not betray you nor the regents nor the people nor the students nor themselves. They will follow truth where it seems to lead, but, conscious of their own fallibility, they will proclaim it objectively, with humility and reverence, without the arrogance of the dogmatist or the persuasiveness of the propagandist. They will endeavor to develop in their students the same independence that they claim for themselves. From such men and from students so taught the State has nothing to fear.

"We look to you, Mr. President, for the development of the spirit that is inseparable from a 'university of the first class.' "

A NOTE OF APPRECIATION.¹—"As you well know, the last year has been highly eventful for our chapter, but we have fought a good fight in behalf of sound standards and integrity, and we feel that

¹ Extract from the letter of a Chapter Secretary.

we have much cause for gratification. The local situation is tranquil and our institutional future looks bright. Only by means of the American Association of University Professors could these results have been obtained here. Incidentally we are glad that it was not necessary to bring the power of the organization at large into the local trouble; but we are everlastingly grateful for the steadfast support that you continually gave us. There are times when moral support means very much."

EDUCATIONAL APPOINTMENTS RECENTLY ANNOUNCED INCLUDE THE FOLLOWING:

University of Akron: President George F. Zook, formerly Chief of the Division of Higher Education at the United States Bureau of Education.

Boston College: President James H. Dolan, formerly Professor of Psychology at Holy Cross College.

Boyce Thompson Institute for Plant Research: General Adviser, Dr. J. M. Coulter, formerly head of the Department of Botany at the University of Chicago.

University of Chicago: President Max Mason, formerly Professor of Mathematical Physics at the University of Wisconsin.

Colorado School of Mines: President M. F. Coolbaugh, formerly a member of the faculty.

Creighton University: President William Grace, formerly instructor at St. Xavier's College.

Illinois Woman's College: President Clarence P. McClelland, formerly head of the Drew Seminary for Young Women at Carmel, N. Y.

University of Kentucky: Dean of the College of Commerce, Dr. Edward Wiest, formerly head of the Department of Economics and Sociology.

Knox College: President Albert Britt, formerly with the editorial department of the Frank A. Munsey Company.

Lawrence University: President Henry M. Wriston, formerly Professor of History, Wesleyan University.

University of Maine: Acting President H. S. Boardman, formerly Dean of the College of Technology.

Michigan School of Mines: President W. O. Hotchkiss, formerly Wisconsin State Geologist and a member of the faculty of the University of Wisconsin.

University of Michigan: President C. C. Little, formerly President of the University of Maine.

Northwestern University: Dr. R. T. Ely, Director of the Institute for Research in Land Economics and Public Utilities, formerly Professor of Economics at the University of Wisconsin.

University of Oklahoma: President W. B. Bizzell, formerly President of the Texas Agricultural and Mechanical College. Dr. S. W. Reaves, Dean of the College of Arts and Sciences, formerly of the Department of Mathematics and Acting Dean.

Rutgers College: President John M. Thomas, formerly President of the Pennsylvania State College.

Skidmore College: President H. T. Moore, formerly Professor of Psychology, Dartmouth College.

University of Southern California: Dean of Women, Mary S. Crawford, formerly Dean of Women, Carleton College.

Stanford University: Dean of the Graduate School of Business, W. E. Hotchkiss, formerly Professor of Economics at Northwestern University.

University of Wisconsin: President Glenn Frank, formerly editor of *The Century*.

Worcester Polytechnic Institute: President, Captain Ralph Earle, formerly of the U. S. Navy.

CHAPTER OFFICERS RECENTLY ELECTED.—

<i>Institution</i>	<i>President</i>	<i>Secretary</i>
Amherst	H. DeF. Smith	W. J. Newlin
Arkansas	W. J. Baerg	A. W. Jamison
Boston	J. Geddes	J. C. Palamountain
California, Southern Branch	E. R. Hedrick	A. G. Fite
Carnegie	R. B. Leighou	A. C. McBride
Chicago	J. A. Field	G. D. Fuller
Colgate	M. S. Read	A. E. Alton
DePauw	W. M. Hudson	W. N. Hess
Johns Hopkins	J. M. Vincent	W. O. Weyforth
University of Iowa	R. B. Wylie	F. E. Kendrie
Kentucky	J. B. Miner	J. C. Jones
Louisville	M. A. Caldwell	L. G. Raub
North Carolina	C. Cobb	F. H. Edminster

Northwestern	J. T. Hatfield	L. E. Fuller
Purdue	C. B. Jordan	W. E. Edington
South Dakota State	J. A. Williams	I. L. Miller
Syracuse	C. H. Richardson	F. N. Bryant
Tufts	A. C. Lane	W. F. Wyatt
Union	P. I. Wold	H. A. Schaufler
Washington University	W. S. Krebs	T. R. Ball
University of Washington	G. B. Rigg	A. F. Carpenter
Wellesley	E. H. Kendrick	Dorothy W. Dennis
Wesleyan	F. Slocum	K. M. Williamson
Wyoming	J. W. Scott	Clara F. McIntyre

RECENT EDUCATIONAL DISCUSSION

ASSOCIATION OF AMERICAN UNIVERSITIES

Extracts from the Journal of Proceedings and Addresses of the 26th Annual Conference held at the University of Minnesota, October 31 and November 1, 1924.

ACADEMIC AND PROFESSIONAL HIGHER DEGREES.¹—"In regard to the degree program of the Library Schools the degrees of B.L.S. and M.L.S. are not desirable. Degrees of A.B. or B.S. and M.A. or M.S. with or without qualifying phrase 'in Library science,' were to be recommended provisionally until work shall have been placed on a graduate basis.

"The Bachelor's degree should be granted only on the basis of usual collegiate standards, including a major, approximately one year, in library science.

"If work is conducted on a vocational basis, the qualifying phrase should be omitted and the amount of work should be not more than the institution concerned would accept as free elections in partial fulfilment of the requirements for A.B. and B.S.

"Students should be advised to take their majors in any of the humanities or in any scientific subject, and then submit their Bachelor's degrees with certificate showing one year of library work for admission to graduate study leading to the Master's degree.

"Two years should be required for a Master's degree. The first year should include vocational courses or equivalent in practice, and lead to a certificate. This certificate and a B.S. or A.B. should be required for admission to candidacy for the Master's degree.

"Certificate and Bachelor's degree should not be granted simultaneously for the minimum of four years, unless preliminary library work is done in additional summer sessions.

"The Master's degree does not stand solely or exclusively for research. It is appropriate for scholarly work on a graduate basis, and a thesis may often prove desirable as giving evidence of ability to write clearly and constructively, but need not be treated as a general requirement.

"It is probably not desirable for the present to plan curricula and work beyond the Master's degree, at least until problems concerning Bachelor's degrees and Master's degrees have been solved.

¹ Extracts from the report of the Committee on Academic and Professional Higher Degrees.

Students wishing higher degrees should be advised to seek these in scholarly fields.

"An advanced degree for faculty members of library schools is to be desired, and a requirement of such a degree should be established as soon as feasible.

"In regard to curricula and degrees in dentistry: that, after January 1, 1930, the awarding of the present degree of Doctor of Dental Surgery be discontinued, and that in lieu thereof the following degrees be given:

"The degree of Bachelor of Science upon completion of a four-year course in the College of Dentistry.

"The degree of Master of Science upon completion of an approved program of one year following the attainment of the Bachelor's degree as above.

"The degree of Doctor of Dental Science upon completion of a seven-year program of academic and professional work, presumably with the Bachelor's degree, and possibly the Master's degree, corresponding in principle to the present requirements for the degree of Doctor of Medicine.

"That this proposal be referred for consideration to the authorities of other universities in which dental schools are maintained, and

"That this proposal be referred for consideration also to the Association of American Universities. . .

"The Association of American Universities considers the establishment of higher degrees above or in place of the Ph.D., M.D., J.D., Ed.D., D.P.H. inadvisable and detrimental to the standards and prestige of these degrees and reaffirms its previously pronounced policy that the Ph.D. degree shall be open as a research degree in all fields of learning, pure and applied, and that for the accepted professional higher degrees a standard equivalent to that of the Ph.D. shall be maintained so that these higher professional degrees shall represent the highest type of university professional training."

ACCEPTED LIST OF THE ASSOCIATION.¹—Principles and Standards for Accrediting Colleges.

"1. A college should demand for admission the satisfactory completion of a four-year course in a secondary school approved by a recognized accrediting agency or the equivalent of such a course. The major portion of the secondary school course accepted for ad-

¹ Extracts from the report of the Committee on Classification of Universities and Colleges. The standards were based upon those adopted by the American Council on Education.

mission should be definitely correlated with the curriculum to which the student is admitted.

"2. A college should require for graduation the completion of a minimum quantitative requirement of 120 semester hours of credit (or the equivalent in term hours, quarter hours, points, majors, or courses), with further qualitative requirements adapted by each institution to its conditions.

"3. The size of the faculty should bear a definite relation to the type of institution, the number of students and the number of courses offered. For a college of approximately 100 students in a single curriculum the faculty should consist of at least eight heads of departments devoting full time to college work. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of further heads of departments.

"The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a recognized graduate school. It is desirable that the training of the head of a department should be equivalent to that required for the doctor's degree, or should represent a corresponding professional or technical training. A college should be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement, and successful experience as teachers bears to the total number of the teaching staff.

"Teaching schedules exceeding 16 hours per week per instructor or classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

"4. The minimum annual operating income for an accredited college, exclusive of payment of interest, annuities, etc., should be \$50,000, of which not less than \$25,000 should be derived from stable sources, other than students, preferably from permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase in income from endowment. (*Service of members of the faculty contributed through permanent organizations for the support of educational programs may be capitalized in satisfaction of the requirement for endowment, the estimate of the equivalent to be based on payment ordinarily made for similar services of instructors correspondingly trained, by institutions in the same sections and operating under similar conditions.*) The financial status of

each college should be judged in relation to its educational program.

"5. The material equipment and upkeep of a college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational progress, should also be considered when judging an institution.

"A college should have a live, well-distributed, professionally administered library of at least 8000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books.

"6. A college should not maintain a preparatory school as part of its college organization. If such a school is maintained under the college charter it should be kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

"7. In determining the standing of a college emphasis should be placed upon the charter of the curriculum, the efficiency of instruction, the standard for regular degrees, the conservatism in granting honorary degrees, the tone of the institution and its success in stimulating and preparing students to do satisfactory work in recognized graduate, professional, or research institutions.

"8. No college should be accredited until it has been inspected and reported upon by an agent or agents regularly appointed by the accrediting organization."

The list includes 192 institutions. Mention is made of the preparation of an oriental list by Professor Y. S. Kuno of the University of California.

COOPERATION AMONG UNIVERSITIES IN THE DEVELOPMENT OF DIFFERENT DEPARTMENTS OF STUDY.—"The last twenty-five years have witnessed an extraordinary growth in the field of research; governmental bureaus, industrial organizations, and private foundations have entered the field and their zeal is already beginning to bear specific fruits. In this tremendous expansion the universities have borne their part, have had even a double rôle to fill, since it is their function not only to foster investigations but also to train investigators. In fact, we might fairly say that the importance of research has obsessed our graduate schools, until we have sometimes forgotten that not the least of the functions of our doctors has been in the past, and must continue to be, the function of a teacher. . .

"In the first place, it has been responsible for a tremendous amount of duplication of effort. Within the same region, even within the

same district, we find two or more universities building up a staff of experts constructing laboratories, building library or museum collections in precisely the same fields. In certain branches of research it is possible that the demand is so great that it may justify to some extent this duplication, but in the majority of fields no such demand exists; we are building our departments for a handful of students without regard to the general needs.

"In the second place, our competitive system has tended to scatter rather than to concentrate our energies. No sooner has one of our institutions built up an outstanding department in any field, than all of her sisters at once proceed to lay siege to the staff of that department, and if they are opulent enough, to tempt them to transfer their activities. If they succeed, what is the net result? Merely that we have a number of mediocre groups and no distinguished group instead of a number of mediocre groups and one distinguished group. For scholarly competition does not thrive at long range. It needs the daily stimulus of contact with minds engaged in the same or kindred fields, and a brilliant mind will shine more effectively in a brilliant group than in a company of drab routinarians.

"This same duplication, this same scattering of resources, is apparent in the matter of equipment. Let me take as an instance the development of our library collections. We are all agreed, I assume, that every university library must contain certain works of basic importance, such as general reference works, standard collections, and standard editions of texts and monographs in the several fields of learning. But when two or more institutions undertake to complete their collections in the same special field, securing every item available, two things happen; each library builds up a collection which in all its main elements is the duplicate of other collections, and each library lacks a considerable number of rarer items which have fallen to its competitors. How long can this continue? How long shall we have money to buy and space to house all the books in all the fields? . . .

"Some one may at once rise to remark that the solution is to build up our weak departments, and that has been, I believe, our aim in the past. But is it desirable, is it possible, for every institution to attempt to maintain every department at the same high level? The question of desirability depends in large measure upon the need for advanced instruction and for trained investigators in a given subject. I have not made an attempt to gather figures, but

it is a simple matter to get statistics which will cast light on this question. As to the possibility, I think you will agree with me that our universities have reached a point in their expansion where our finances are proving inadequate. Our staffs are still underpaid, and each new unit of equipment, essential to the pursuit of research, imposes an increasing burden upon our budgets. We can no longer look forward to sufficient support from private or public sources to develop to the maximum all of our varied interests.

"If this assumption is sound, then we have no choice but to make up our minds not to undertake advanced instruction in certain fields, and to devote all of our energies and resources to the promotion of the remaining fields. Some of our institutions are in substance already doing this. But I would go a step farther; I would make it the accepted principle of all the members of this Association and I would also strive through this common agreement to insure that there should be as little overlapping as possible and that provision be made that every subject be adequately offered in at least some of our institutions.

"As the first step toward such a solution, it is essential that each university survey its present situation and reach a decision as to the fields of work which it intends to develop for the purposes of graduate instruction and research. The considerations which will carry weight in forming this decision are varied. Traditional interest or strength, local needs or opportunities, special foundations or endowments, special laboratories or libraries, all of these must be factors in determining the interests of a given university. The fields undertaken cannot be too limited or specialized, else they will suffer for lack of support in the related subjects. To these fields the university must be prepared to devote all of its strength; from them it must hope to win its distinction; through them it must plan to make its contribution to the advancement of learning.

"The question which naturally suggests itself is: What will be the future of the departments which the university has, in substance, elected to neglect? To answer this question, we must recognize the two strikingly different functions which the university performs. On the one hand, it must impart to all its students the accumulated knowledge of the past and inspire in them a love of the truth, on the other hand, it must enlarge the domain of truth, must train the chosen few to carry on the task when they succeed to the mantle. The first of these is primarily the function of the undergraduate

college; the second is the function of the graduate school. It is clearly the business of every university to provide the best undergraduate instruction possible in all the fundamental fields. But let me remind you that the requirements for the successful teacher in an undergraduate college are different from those of a graduate teacher, just as the laboratory equipment or the library materials required for the two groups are different. This is a matter which demands the most serious consideration, for failure to recognize the situation is a course of constant difficulty in our university life. Since our universities have made the possession of a Doctor's degree a requirement for professorial appointment, thousands of teachers without the slightest aptitude or inclination for research have gone through the motions of securing this degree and, having once been invested, think perforce that they must drive others through the same paces. I do not mean to raise here the question of the significance of the Doctor's degree, although I cannot refrain from remarking the tendency to make it a teacher's license rather than a patent of scholarship; but I do desire to point out that we are making ourselves the victims of our own standards. For the qualifications of the Doctor of Philosophy are not necessarily coincident with the qualifications of the successful undergraduate teacher. In certain cases they may be found in the same individual, but to base our practice upon the exceptional cases can certainly have no justification. We must, then, frankly recognize the situation. If we are convinced that it is not feasible to do justice to graduate work in a given department, let us be honest enough to admit it; let us choose our staff in that department with reference to their fitness for training and stimulating undergraduates, and let us hold their talents in equal esteem with those of our graduate teachers. . .

"I would propose that the Association appoint a committee whose duty it should be to secure from the several members of the Association a statement of the fields of graduate instruction to which that university intended to devote its major attention. These statements would be tabulated and the general tabulation communicated to each member of the Association. It should also be the task of the committee to study the returns, first to determine to what extent institutions in the same territory are competing in the same fields, and, second, to determine what fields of investigation are not properly provided for at the present time. Their findings would form a report to one of the annual meetings of the Association.

"In some cases it is possible that the committee might be able to use its good offices to secure special agreements between two or more institutions in the same territory, to make possible a division of the field. If, for example, it should appear that three or four eastern universities were committed to a research program in psychology, it would perhaps be feasible so to divide the field that their work would be mutually complementary, rather than conflicting. Or, better still, let me cite as an example of this sort of cooperation the informal arrangement now in operation between the Columbia College of Physicians and Surgeons and the Cornell Medical College in New York City. It so happens that the staff of the College of Physicians and Surgeons is particularly strong in the field of tuberculosis, while Cornell has an excellent staff for the study of cancer. It would have been possible for each of the institutions to consider the other as its rival and to devote its energy to building up the department in which it was relatively weak. But a much more satisfactory solution was found; students of each college are invited to avail themselves, and do avail themselves, of the instruction offered in the other college—in tuberculosis at the College of Physicians and Surgeons, in cancer at the Cornell Medical College. A friendly cooperation, looking to the best interests of the profession, has replaced a self-seeking rivalry. . .

"If such a plan is to have any degree of success, it must be based upon frankness. It must assume that each institution is willing, in the cause of the general advancement of learning, to place its cards upon the table, to state courageously the tasks which it feels fitted to undertake. It does not, as you will observe, require the university to designate its weak departments—its neighbors will do that for it, as one of my colleagues has remarked. Nor does it contemplate the immediate discontinuance of advanced work in other fields although this would ultimately be the obvious outcome of its adoption. It is merely a first step in organized cooperation."

R. H. KENISTON

MAKING A UNIVERSITY FACULTY.—"There is, first, the problem of the identification of the individual faculty member with his institution. I mean that on the whole it seems to me that individual faculty members today are less deeply rooted in the soil of the institution they serve, less complete in the identification of their interests with its development, less concerned about it as an institu-

tion, than were the men who came into university faculties a generation ago. There are, of course, numerous and outstanding exceptions, but I do believe that, while we have gained enormously in the competency of instruction, we have lost something of the deep sense of personal attachment of an earlier day. And this loss seems to me to constitute an important problem for those who are concerned about the most effective functioning of universities. It is a factor the importance of which business corporations, for example, recognize and attempt in many ways to stimulate, and which universities can by no means overlook.

"There seem to me to be two main reasons for such loosening of personal bonds as has taken place. It is, in the first place, a very natural result of the close-knit unity which has come about in the world of scholarship. Journals, meetings of learned societies, increased emphasis on publication, a score of things, in fact, tend nowadays to make men conscious of themselves as members of a profession as well as of a university faculty. The audience for their scholarly interests is an audience of their peers scattered throughout the country, and their work can go forward in many cases equally well in any of a score of institutions in which they may serve. Thus a career, to repeat, has come to be thought about less in terms of a particular institution and more in terms of a professional group which commands allegiance and interest.

"Again, the increasing size and complexity of our institutions means necessarily that the average faculty member, unless he holds an administrative position, finds himself less in touch than formerly with what the institution as a whole is doing, and therefore somewhat less interested in it. His own departmental duties are pressing; many things formerly carried on through faculty committees are done now by special officials as matters of administrative routine. Lacking the sense of intimacy with the institution that was his in the days of smaller and simpler things, his attachment is likely to be less close.

"Both of these tendencies are natural and inevitable, springing as they do from conditions of which they are the logical outcome and which cannot themselves be reversed. But I believe that the loss has been real and that one of the problems of making a university faculty nowadays is that of finding other means to stimulate that deep personal interest in and devotion to the institution in which one's service lies, which was formerly such a real force in the

upbuilding of universities. For this there is no magical formula. What can be done, I believe, is to take advantage of every possible opportunity to involve members of the faculty as participants in the formulation of policies and in the discussion of large questions of university interest, to keep the road always open for suggestions from members of the faculty on any matters affecting the institution. Certain major committees can and may well be elected by the faculty. In some cases faculty representatives may serve on the board of trustees; in others, where that is for legal reasons impossible, they may serve as member of committees appointed by the board of trustees on special problems. Here at the University of North Carolina we have had some experience with joint trustees-faculty committees, and have found such a type of committee of great value. What I am trying to say is that, with the necessary increases in the number of administrative officers and in the territory covered by their activities, every effort needs to be made to secure to the faculty group real participation in matters of university policy and concern. Especially in matters of educational policy and planning does this hold true.

"Second, universities, with their increase in number, are all making large drafts for men on the graduate schools, on the smaller colleges, and on each other. Good material, especially in the fields in which the university is in competition with professional, commercial, and industrial life, is scarce and hard to come by. Institutions are spending much money and time in the investigation of men to fill vacancies or enlarge departments. Naturally, transfers of men of higher faculty ranks from one institution to another do not raise the level of university instruction in the country as a whole. They only result in a gain in effectiveness at a particular point in one institution, with too often a corresponding loss in another, or perhaps even in a series of others in those fairly frequent cases in which one removal is the signal for shifts that involve members of several faculties before a new equilibrium is reached. The only remedy of a permanent sort lies in the general source of supply, namely, in the graduate schools. But, as Seashore and others have pointed out, back of the graduate-school problem lies that of undergraduate days. We must pay more attention to the presentation of the claims of the life of teaching and scholarship to undergraduates of quality. In this respect I do not believe that most of us are sufficiently aggressive. What needs to be done, of course, is involved with the whole

question of the attitude of the universities toward men of exceptional ability, and one of the most encouraging signs for the future of university faculties is the attention which this question is now beginning to receive.

"A modern university faculty must necessarily contain men of widely varied types of mind, interests, and duties. It may be questioned whether the graduate schools of the country as a whole have as yet fully recognized in their practice this fact. Especially might the point be made that the training offered as a rule by graduate schools for men who will teach in departments of liberal arts and pure science is insufficiently correlated with the duties which their students will later be called upon to perform. The graduate school is, to be sure, a nursery of scholars, but it is also—let it be said frankly—a vocational school, and it might, I believe, undertake with profit to do more than it does along the line of vocational guidance for its students. It ought in some way to provide more definitely for the needs of men whose main interest is undergraduate teaching than is the case at present. A renewal of interest in good university teaching in and for itself, a study of methods of preparing men for it, and of encouraging them in persisting in their devotion to it, is certainly one of our pressing current needs. More than this, attempts are now being made to state more definitely than before the objectives of the college as distinct from those of the professional school. I refer, for example, to the paper by Dean Kelly of the University of Minnesota in *School and Society* of September 27, 1924. Such studies will make it increasingly clear that a variety of techniques need to be worked out within the graduate school for men who will hold different types of positions. Instead of offering in general the same sort of training for men whose jobs will range all the way from teaching freshmen to instructing in graduate seminars, the graduate school, if it is to meet the needs of its present-day clientele, must itself undergo something of the same differentiation that has come about among the duties of the modern university faculty.

"Third, a further problem in the building of a university faculty has to do with the extent to which distinctions should be made among members of the faculty group in matters of salaries and promotions. Current practice has quite generally come to recognize in the case of certain professional schools a higher scale of salaries than obtains in departments generally. Though most of us have undoubtedly

heard the propriety of such a state of affairs hotly debated, it seems nevertheless to have come to stay. But aside from such instances, the practice seems to range all the way from regarding each salary as an individual matter to a treatment which is fairly uniform within the group as a whole. It is, I believe, quite hopeless to attempt to build a faculty without full and frank recognition of individual differences in merit and achievement, and without tangible—and by tangible I mean financial—evidence that such recognition exists. There may be under such a plan cases in which full justice is not done to individuals (there will certainly be cases in which individuals feel that full justice has not been done in their own cases), but it is very easily possible, in attempting to be just to the group as a whole, to be unjust to the best men within the group. Some formulation of current practices among universities could perhaps be made to advantage; there would seem to be no intrinsic reason why it should vary very widely from institution to institution.

"There is little need to dwell on certain other conditions essential to faculty-building which are firmly established matters of practice. The question of academic freedom, for example—Upton Sinclair to the contrary notwithstanding—can scarcely be said to be a burning issue with members of university faculties themselves, and there is no reputable university today which does not appreciate the importance of proper conditions of and appliances for work, and which does not do its level best to provide them for its faculty.

"I have sought merely to point out a few typical problems which confront many, at any rate, of our universities under conditions which now obtain. The recipe for building a university faculty, after all, is simple enough in theory, however difficult it may be to put in practice. All one needs to do is to get the right men, get them young, and keep them stimulated and happy in their work."

H. W. CHASE

NEW DEMANDS FOR DIFFERENTIAL TREATMENT OF STUDENTS IN THE COLLEGE OF LIBERAL ARTS.—"In view of the conditions thus outlined, I venture to propose some elements of a program for improving the service which the college can render to society.

"First, each college should select its matriculants in accordance with its own spirit and objectives. The difficulty thus far has been that the types of examination used have admitted too many students who would not do satisfactory college work and shut out too many

who would prove capable. We have been able to develop here methods of measurement which enable us to select, with only 1 per cent of error, those individuals up to 20 per cent of the Freshmen studied who will fail to do satisfactory work. These methods are applicable now only to graduates of city high schools, but we hope that after further study we can extend them to all applicants for admission.

"Second, similar methods of selection and classification must be applied to junior-college students. At least two classes of students must be distinguished: those who deserve some training beyond the high school, and those who deserve training leading to the Bachelor's degree or a professional degree.

"Third, methods of instruction or training must be evolved which will lead the gifted student to improve his native talents to the highest possible degree.

"While each of these suggestions is alluring, I have been asked to discuss especially the kind of training which might be provided for those college students who are not to become candidates for a degree. As already stated, these students make up 20 per cent of our matriculants. They are twice as numerous as those who graduate within a four-year period. Their numbers may well be augmented by a considerable fraction of those who now take pre-professional courses and of those who go on to a degree in liberal arts. They will constitute the largest body of common citizens, not professional men, who have had some college training.

"The courses at present open to such students are courses planned by the departments for training of students who are to undertake advanced and graduate study in the several fields or to become professional men or experts in applied lines. The courses are technical in method, professional in content and tend to become academic in spirit, although the instructor may be unconscious of this. To a large extent university teachers tend to shape their instruction to the end of a technical understanding of the subject and with a view to such a use as the instructor himself is making of it. Much too large a share of the instructor's interest and effort in connection with his class work is directed to the preservation and enlargement of the body of knowledge. This is one of the fundamental functions of the college, but the efforts of the faculty toward this end should be expended upon that small body of students who will make some real contribution toward this important function. That much larger

body of our students who can be no more than enlightened citizens, intelligent voters, and honest and efficient men of business require and deserve another kind of instruction. The standards and types of instruction for them must be determined by the functions in society which they will perform.

"Courses of study for these students will have their own characteristic method, content, and objectives. In method, these courses will introduce as little training in manipulation or technique as is consistent with an understanding of the content. The method of presentation will be such as to impress and fix the subject-matter in the student's mind as worth while information. Illustrated lectures and class discussions may largely replace detailed laboratory practice, and extended reading to secure the viewpoints of many authors may largely replace intensive study to determine the exact truth or to train the student in the methods of determining the exact truth. For most subjects these methods of instruction will be less expensive than those in current use.

"In content, the courses will consist of information which will be worth while in the common life of our communities. This does not mean a merely superficial, fragmentary, elementary, popular, or interesting treatment of subjects which candidates for degrees are expected to study seriously. A much to be desired course of study would bring together for these students the social, industrial, and political history of our country and the structure and functioning of the American form of government. These young men and women should be helped to understand, for example, the executive, legislative, and judicial functions in our system and the reasons for their separation, the functions and powers of the Supreme Court, the relations of the federal and state governments, and the changes in governmental functions in successive stages of our history—all this not as preparation for intensive study, research, and teaching in the social sciences or for the practice of law, but as training for intelligent citizenship.

"A course in general biology may include the handling of a large number of plants and animals and such an acquaintance with their structure as may be obtained with the unaided eye and by the use of simple instruments. It should include also observation of a large number of plants and animals in the field, so as to understand the conditions under which they live, their food habits, the modes of their reproduction and dispersal, and their relation to one another

and to man. The course should also include a limited amount of microscopic study and dissections in the laboratory dealing with protoplasm, the structure, functions, and multiplication of cells, the reproduction of organisms, and the main facts of embryonic development in animals. The evolution of living forms and the significance of the theory of evolution for the nature and relations of man should be discussed.

"The aim of these courses should be information, intelligence, ability to weigh evidence, and a judicial spirit with reference to such matters as come within ordinary experience, rather than the power of independent investigation and critical judgment regarding the fundamental facts and basic principles or laws of a science.

"Not only should the college provide special courses of study in various subjects; it must also offer combinations of these courses for larger ends which may be accomplished by these students within a period of one or two years. Courses of the type just described may enter into many combinations which will meet the needs of large numbers of worth while students.

"Thus, the course in general biology followed by similar courses in bacteriology, human anatomy and physiology, preventive medicine, and public sanitation would give the young man or woman at the end of two years in college an understanding of the conditions of community health such as extremely few college graduates now possess. Likewise, the combination of the course in biology with certain courses in agriculture, such as soils, crops, economics, and marketing, would furnish the merchant, banker, or newspaper man living in a small town with an excellent foundation for dealing with the economic problems of his community. Again, the course in the history and government of the United States followed by courses in local government, economics, and business law would prepare the student within two years for the business relations of the intelligent citizen in his community. A part of the student's time for two years might well be devoted to European history, comparative government, and international relations so treated as to bring international affairs within the range of thought and vision of the average man in business and industry. The psychology of everyday life, human traits and habits, individual differences and the significance of these differences for community life, selection of vocations, and the organization of industry might well form a valuable combination with economics or government. For many years the so-called co-educa-

tional institutions have admitted women to men's colleges. It is high time that we devise some instruction adapted to the functions of women in society. Most women will concern themselves with home-making, with personal and family hygiene, with the health and training of children, and with those conditions in society which affect these matters. Training along these lines should find a place in the curricula under consideration. Finally, some combination of courses in history, government, economics, English composition, logic, and ethics might be arranged which would enable the citizen to read the public press critically, and if more citizens were so trained, the press might respond by becoming more intelligent and more reliable.

"The objective of such curricula less than four years in length would be an informed, intelligent, and self-reliant citizenship and a body of business men, superintendents, supervisors, and foremen in the various industries, trained to understand the social implications and values of their everyday work.

"The proposal rests on the assumption that every young man and woman who has the ability to profit by instruction on a higher level and of a more mature character than that given in the high school may be rendered a greater asset to society by that instruction and therefore has a right to receive it. This immediately raises the question of the setting of the proposed instruction in relation to the other functions of the college. Already in some degree the highest function of the college, namely, the development of scholars, is being sacrificed because of numbers. Intensive courses of study formerly attended by ten to twenty students now have from forty to sixty. Really advanced study in such classes is impossible. Our senior-college instruction is being reduced to the plane of information courses carried on largely by the lecture and textbook method—that is to say, sophomore instruction. This condition in the senior college cannot fail to influence the work of the graduate schools toward a lowering of standards.

"This is one of the difficulties which the present proposals would tend to remove. The proposed courses less than four years in length would take their place in some such scheme as follows:

"1. Methods of measuring the high-school graduate's ability to profit by such forms of training as the university offers should be perfected and applied to determine what students should enter. Somewhat less than one-third of the present matriculations could be

denied admission without doing injustice to any considerable number of individuals. Entrance to a publicly supported university is a right only to those who can render society a service which requires university training.

"2. Of the applicants admitted, those having ability ratings up to about 50 percentile or 60 percentile of the total applicants should be assigned to courses less than four years in length designed for general information and vocational training. As these students proceed with their work, those who show themselves to be capable, promising, or gifted should be transferred to the groups above them.

"3. Those with the higher ratings should be assigned to courses leading to the Bachelor's degree or to professional training. For these students, methods of instruction should be devised which will give opportunity for the full development of their native powers. This means a great deal more consideration of individuals and a great deal more independent and self-directed work than we have in our present system. Obviously, the objects of improving our methods of instruction for these students are to prepare them for a better order of graduate work than is now possible, to make of them scholars as well as men and citizens of sane minds, and to bring them forward as leaders, in knowledge, in professional practice, in public affairs.

"4. As a great administrative help, the college should be divided into separate and distinct junior and senior colleges. The burden of administration and educational planning in the four-year college in a large university has become well nigh intolerable. This burden could be divided and better service secured by creating two organizations to carry on the widely different types of work demanded in the junior and senior colleges.

"The work of the junior college would be selective, advisory, preparatory, and disciplinary. Its faculty would be composed largely of persons who are primarily teachers and leaders of youth. A good many of the faculty would be, through native talents and training, especially qualified for personnel study and vocational advising. It is to be hoped that every member of its faculty would be appreciative of scholarship and research and of the type of rigorous training which the learned professions require. The junior college would concern itself with the problems of youth at the freshman stage and with the selection and appropriate training of those who are to go on to each profession or to higher scholarship in academic

fields. The completion of an approved program of studies should be recognized by the bestowal of an appropriate certificate or diploma.

"The senior college would carry on work of the kinds that we now designate by the terms 'intensive course,' 'individual work,' 'honors courses,' and the like. The work would be conducted by methods which would give the student opportunity for breadth of view and intensive studies proportional to his ability. It would leave to the student a much larger share of responsibility for his attainments than he has now, and the efficiency with which he educates himself would be tested by comprehensive examinations before the degree is granted. These examinations would cover the fields of the student's interests, would not be memory tests of his class work or his reading, but would test his initiative and enterprise in pursuing his studies, his intellectual capacity, his reasoning powers, and the use of his wits in marshaling his acquired knowledge for the discussion of such general problems as his examiners think he should be able to attack. Those who in the junior college show themselves to be moderate students, persevering plodders, or brilliant loafers could not do the work of the senior college.

"The senior college would almost automatically take its place beside the professional schools. It would be the primary training-ground for the preservers and promoters of human knowledge in pure science, in literature, and in art. It would furnish to society the highest order of non-professional cultured citizenship. It would prepare for graduate study those who are to be the college teachers, research workers, and experts in many lines."

J. B. JOHNSTON

PROSPECTS OF THE AMERICAN UNIVERSITY.¹—"As the religious house became a business organization with ramified business connections and often engaged in agricultural or industrial or even commercial enterprises, at the expense of its real tasks, in like manner the American university of today is on one side a huge business concern, with increasingly complicated administrative and financial organization, engaged in many incidental activities which are sometimes hardly to be differentiated from business activities. Its rulers are much concerned with the raising of money, and elaborate extramural organizations and campaigns for funds absorb much of their attention. To an increasing extent the governing

¹ Roscoe Pound. Address at the Commencement Exercises of Indiana University, June, 1925.

boards are made up of business men, by whom the business side of the institution is the one best understood and in consequence most favored and best administered. It is likely to be much easier to procure an appropriation of five thousand dollars in order to paint a building which is in no great need of paint than to get authority to spend five hundred dollars upon a rare and costly book which is only needed for scholarly research. It is significant that those who rule our universities sometimes actually think and speak of them after the manner of business enterprises. Not long since, at the inauguration of the president of a university, one of the trustees of another university put this doctrine in so many words. The trustees, he said in all seriousness, were, as one might say, the directors of a manufacturing corporation. They hire a manager or superintendent—*i. e.*, the president. The latter hires (and very likely, one should add, he fires) a certain number of foremen (*i. e.*, the deans) and of mill hands (*i. e.*, the professors and instructors). These mill hands are to work upon the raw materials in the way of students that are put before them, in the plant provided by the corporation and with the tools and apparatus it provides, and are expected to turn out a manufactured product in standardized lots, duly labeled with degrees at regular intervals. It is the business of the manager, under the supervision of the directors, to see to it that there is the largest possible output and that the output is and continues to be standard. When such things can be said on academic occasions without attracting comment, we may suspect that academic institutions are forgetting what they are. We can but recognize that the spiritual things for which our great educational endowments were established and for which they exist are being lost sight of in the stress of the business affairs of the foundations, even as the real work of the monasteries was pushed into the background of the consciousness of the Middle Ages by the exigencies of their multifarious economic concerns.

"Study fares little better in the university of today than did the service in the monastery. Study tends to become a perfunctory ritual and learning a vanishing tradition in an atmosphere of organized athletics and campus activities and social functions which are coming to call for the best inventive resource and most solicitous thought, and largest serious expenditure of time on the part of teacher and student. We are told that in the decadence of the monasteries prayers were clipped and the office was parroted through

and the lessons were gabbled in order that those things in which the brethren had their hearts might claim their attention. In like manner in the American college of today there is complaint that instruction becomes mechanical and perfunctory because the hearts of teachers and of taught are too often and too much set upon other things.

"It is no less significant that in current student talk of the day the thing most valued is the social contacts of college life. Men go to college not for the things of the college, but for its social opportunities and for the social prestige attached to education. But not the least of these contacts are contacts with the world without. Such contacts become yearly more numerous and more distracting. To keep a university in touch with reality, to keep it in living communication with what is best in the world outside, to make it conscious of the problems of life in the actual world of time and place—these are laudable undertakings. But a contact with the outside world that brings its ideals into the university—*e. g.*, that tends to make professional baseball the model for organized college athletics—is another matter. A contact maintained by going outside of the domain of the university and pursuing at the expense of permanent academic interests the transient interests for the time being of Philistia, is precisely the sort of contact with the outside world that made for the undoing of the religious houses of the later Middle Ages. Those institutions were not adapted to the concerns of the outside world immediately as such. The world itself could attend to such things far more effectively than Brother Peter or Brother Bartholomew. If in giving their attention to such things they neglected the things for which they had been endowed, there was no longer a reason for the endowment. They were not doing the one. They were not needed to do the other. . . .

"There are noteworthy analogies between the golden age of the monastery and what for the time being we may call the golden age of the American university. The medieval universities, having their origin in religious houses, existed at first to train the clergy. They taught theology, philosophy, law, and medicine. All but the first of these subjects were destined to be secularized. Thus they existed to train the clergy and the secularized or secularizing professions of teacher, lawyer, and physician. In time, forming of the cultured gentleman and training of the civil servant were added to their tasks. As we look back over the history of continental universities

we may see that they have had more than one golden age. With changes in the details of their tasks, they have lagged at times. At other times they have wasted something in advancing through trial and error. But they have made the readjustments, and with those readjustments the golden age has returned. It is significant that new conditions on the continent in the present century are bringing continental universities under fire and that, in contrast with the present, the early nineteenth century stands for the "great days." . . .

"In the days of the college, and in the beginnings of the State university, there were simple well-defined aims to be met by a simple organization. For the most part only those came who were adapted to the life which the college demanded. Thus the condition of exceptional men was fulfilled. The times were times of pioneer development, of exploitation of the natural resources of a new country, of democratic enthusiasm at the success of our experiments in Government. Thus the condition of spiritual exaltation was fulfilled. As the earlier Middle Ages, with their simple definite aim of escaping from the strife of the world and saving one's soul and the spiritual exaltation of an era of formative institutions and formative nations, was the golden age of the monastery, the nineteenth century seems the golden age of the American university.

"Before that century had come to an end the very things of which we had been proud began to give us trouble. A generation before the university welcomed numbers. Growth in numbers was a point of pride. Numbers seeking the university proved that it was doing its work; that it was reaching the people as it was meant to do. A generation ago the universities were prepared to set up any number of new departments and were proud of the extent of the instruction they afforded. The expansion of science, the unprecedented mechanical development of the last generation, economic development, and the rise of new arts and industries demanding elaborate and specialized technical preparation, led to minute academic specialization, to makings over of academic methods and overhauls of academic curricula, sometimes highly experimental, in order to respond to the call of the people for the new things which progressive civilization required of them. In the present century the problem of numbers has become acute and the problem of multifarious educational activities is hardly less acute. We are troubled about numbers. We can but see that many come in a different spirit from the student of the golden age, and with different purposes, and that

those who come in this different spirit are not adapted to academic life as we have pictured it. Our spirit too is changed. We are not so sure about creative inventive resource as applied to the making and remaking of institutions. Some conspicuous instances of what might be called institutional waste have made us skeptical as to the efficacy of effort. We are doubtful about the efficiency of the machinery of political democracy. We are doubtful as to the formulas of political equality in which our classical political theory delighted. Psychology has made us a bit uncomfortable about human perfectibility. We begin to suspect that if more men are educated than ever before it may yet be that those more men are less educated than the fewer men of the past. We suspect that as the ancients deified their rulers we may have ascribed heroic possibilities to Demos when we set him up as our ruler. Thus a reaction sets in. Instead of welcoming growth in point of numbers, we begin to seek means of excluding. Instead of adding new departments we begin to ask whether we ought not to curtail, and we even begin to inquire whether the whole basis of our organization may not be mistaken.

"It must not be forgotten that the end of an era is also the beginning of an era. If the era in which our universities were set up is coming to an end, an era in which they may do great things is beginning. The danger is not in the coming to an end of one era and the beginning of another, the danger is rather that we shall not adapt our institutions to the change, or shall adapt them but imperfectly. Life itself is only a continuous process of adaptation. The alternative of adaptation is decay. The peril to our institutions is not in change or in need of change. It is rather in the indifference or ignorance or timidity or obstinacy or over-reverence for the details of the past which overlook the need for adaptation or fear to essay it, or insist upon opposing it and in fighting a vain if heroic rearguard action against the spirit of the times. Too often the result is to turn institutions over to manipulation by quacks and charlatans and doctrinaires and hasty enthusiasts with resulting institutional waste. In times of faith in progress men fear chiefly an ignorant or obstinate conservatism. At other times after some striking instance of institutional collapse, and the failure of ill advised attempts to turn the course of institutional development to the rightabout over night, men fear chiefly an over enthusiastic liberalism. But the main thing is not to let such forces prevent our studying intelligently the functioning of our institutions, or impede our

search for the causes of their ill-working. 'To recognize a period of transformation when it comes,' says Matthew Arnold, 'and to adapt themselves honestly and rationally to its laws, is the nearest approach to perfection of which men and nations are capable. No habits or attachments should prevent their trying to do this; nor in the long run can they. Human thought which made all institutions, inevitably saps them.'

"Pressure of large numbers and the revelations of psychology have been giving us pause as to the underlying theory of American university education as it was accepted in the immediate past. It did not seem possible to teach the crowds of students who pressed at the doors of the universities. Also some have suspected that it may not be worth while to try to teach them all, even if it were possible. For psychology has shown us how wide are the individual variations among men. It has shown us that we are by no means equal in natural equipment and natural capacity. And this has seemed to break down the assumption on which popular higher education had been established. No doubt it shows, if it needed showing, that a rigid hierarchy of popular educational institutions, school, high school, college, professional school, each with a fixed curriculum, is not a mill through which a whole people may be ground with profit commensurate to the labor. But the alternative is not to abandon the attempt to elevate a whole people by culture. As between experiment in order to learn how to individualize its work and vary its program so as to do the most for each of the varieties of students that come today for instruction, or, on the other hand, giving up the idea of general higher education of the people, and imposing limitations whereby only a limited number of those ambitious for college education may hope to be received, the American university ought not to hesitate. Granting that in the past we may have overrated the possibilities of popular education, we must not make the mistake of underrating them. Immanuel Kant, his father a harness-maker, pinchingly poor and buried as a pauper, his sisters domestic servants, is a standing witness of what may be achieved for the world by free public education. He is a standing warning of what society may lose by a process of selection which, whether intended or not, in fact excludes from educational opportunities by a criterion of the means of the student or of the means of his parents. There is nothing in psychology that requires us to give up our American faith in humanity, nor our faith in institutions that seek to give human opportunities

to all human beings, to subject no human will to arbitrary restrictions and to limit all exercise of authority by treating the subject thereof as a fellow creature. Instead of taking alarm at numbers and seeking to evade our task of educating the myriads who are now coming to our universities, we must study how to do for them the most that we can. It is an auspicious sign that they come to us as they do in a time which in many ways is so mechanical and so material.

"Whether or not there was work for the religious foundations of the Middle Ages to do in the changed society of Renaissance and Reformation, they did not find it and did not do it. That there is work for the American university to do in the new society of urban industrial America is but too evident. It is the very abundance and diversity of the work before us that perplexes. There was never greater need of widely diffused learning. The circumstances of urban life, with its extreme division of labor, tend to narrow experience and demand a broadening cultural education for all who are capable of receiving it. We depend on physical and natural science to augment the goods of existence in an increasingly crowded world. We depend on the social sciences to enable us to avail ourselves of them with a minimum of friction and waste in a world in which they must be made to go as far as possible. Knowledge has become so specialized that the reasons for things are no longer on the surface, and so are no longer in the grasp of the everyday man's common sense. The presuppositions of civilization cannot be comprehended except by knowledge of social science, of economics, of biology, of psychology, and of many things beside which are beyond the reach of all but those who have been trained to grapple with new and difficult subjects and have acquired the humility that comes with education. On the one hand, therefore, society calls upon the university to give the widest possible training to the largest possible proportion of the population charged with the conduct of its affairs. The university must give to all, or give to as many as may be, that sense of proportion in the complexity of things physical and emotional with which the citizen of a self-governing republic must have to do. But no less, on the other hand, society calls for that research and study and writing, which can go on only in a university, whereby the sciences are advanced and men's control over Nature is extended. The university must train men who know the importance of research and know how to rate and value its results. Also it must train men

who are equal to the work of research in all the variety of fields which call for it under the conditions of modern life. Most of all it must foster and conduct research as only a university can. For nowhere else are we so sure of competency, equipment, freedom from bias and a steadfast will to find and declare the truth.

"American educational foundations, with all the defects which are involved in their operation under the conditions to which they have yet to be adapted, are justified many times over, and the endowments that are lavished upon them are more than justified by the services they render and the character of the services they may yet render to society. As things are at the moment, perhaps the professional schools have the most clearly defined aims, know best what they seek to do, and so function best to meet the needs of the time. But some at least of the professional schools still have almost untapped possibilities of public service."

MEMBERSHIP

MEMBERS ELECTED

The Committee on Admissions announces the election of one hundred and thirty-two members, as follows:

Allegheny College, B. J. Hovde; **Boston University**, H. B. Center, E. L. Getchell, J. C. Palamountain; **University of British Columbia**, E. M. Burwash; **University of Buffalo**, G. H. Gifford, A. B. Lemon, O. C. Lockhart; **University of California, Southern Branch**, A. K. Dolch, F. H. Reinsch; **Carleton College**, Keith Clark; **Carnegie Institute of Technology**, O. T. Geckeler, Hallie Hyde, Ethel Spencer; **Catholic University of America**, P. J. FitzPatrick; **Centre College**, C. B. McMullen, J. M. Wright; **University of Chicago**, D. B. Reed; **University of Cincinnati**, G. D. McLaughlin; **Columbia University**, H. L. McBain, Raymond Moley; **Cornell College**, G. R. Tyson, C. E. Wildman; **Dartmouth College**, A. D. Wright; **Denison University**, F. J. Wright; **University of Denver**, H. B. Fagan; **DePauw University**, O. H. Smith, T. G. Yuncker; **Drury College**, J. E. Cribbs; **Eureka College**, Ruth Brennehan, J. S. Compton, Ruth Connor, A. C. Gray, S. G. Harrod, W. T. Jackson, Mary H. Jones, Silas Jones, J. A. Rinker, Lydia Wampler; **Franklin and Marshall College**, H. R. Barnes, Mitchel Carroll, P. M. Harbold, A. K. Kunkel, P. N. Landis, W. E. Weisgerber; **University of Illinois**, W. H. Rodebush; **Indiana University**, J. C. Miller; **Iowa State College**, L. P. Arduser, M. E. Bottomley, L. W. Butler; **Lehigh University**, V. S. Babasinian, R. J. Fogg; **Miami University**, Henry P. Shearman; **University of Michigan**, E. E. Nelson; **Mills College**, Georgiana Melvin; **University of Montana**, J. H. Ramskill; **University of North Dakota**, C. O. Johnson; **University of New Hampshire**, J. W. Twente; **Northwestern University**, E. W. Burch, Louise Otis, W. G. Smith, I. G. Whitechurch; **Oberlin College**, Lynwood G. Downs; **Occidental College**, W. B. Allison; **Ohio State University**, D. L. Evans, L. W. Goss, E. R. Hayhurst, C. E. Lively, H. H. Maynard, L. A. Shears, C. V. O. Terwilliger, Eugene VanCleave, J. H. Wilson; **Oklahoma Agricultural and Mechanical College**, J. H. Cloud; **University of Oklahoma**, Edmund Berrigan, W. F. Galpin, H. C. George, Ima James, E. J. Johnson, Eugenia Kaufman, Laura A. Miller, Vera B. I. Moore, W. K. Newton, J. L. Rader, I. J. Sollenberger, J. M. Thuringer, F. L. Vaughan; **University of Pennsylvania**, C. H. Arndt, H. B. Baker, J. H. Bodine,

Irwin Boeshore, H. S. Colton, H. H. Cushing, Roland Holroyd, D. H. Kabakjian, R. L. King, A. N. Lucian, W. H. Magill, Raymond Morgan, D. H. Wenrich, Thomas Woody; **Princeton University**, E. E. Muntz, Dayton Voorhees; **Purdue University**, J. H. Blackhurst, Seibert Fairman, P. R. Hershey; **St. Lawrence University**, A. H. Sweet; **College of St. Teresa**, Augustus Bogard; **Smith College**, W. A. Orton; **University of Southern California**, R. E. Schulz; **South Dakota State College**, C. F. Wells; **Syracuse University**, E. H. Ketcham; **University of Texas**, C. W. Goddard; **Thiel College**, W. A. Rudisill; **Tufts College**, A. H. Gilmer; **University of Washington**, H. B. Densmore, F. M. Dickey, August Dvorak, C. R. Fellers, Ruth M. Lusby, Milnor Roberts; **Washington and Lee University**, J. A. Graham, R. N. Latture, J. S. Moffatt, S. B. Neff; **Wellesley College**, Dorothy W. Dennis, Mary J. Lanier, Margaret T. Parker; **College of William and Mary**, J. G. Pollard; **Williams College**, A. H. Corley, V. E. Eaton, Charles Grimm.

NOMINATIONS FOR MEMBERSHIP

The following seventy-six nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before November 15, 1925.

The Committee on Admissions consists of F. A. Saunders (Harvard), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), J. Q. Dealey (Brown), E. C. Hinsdale (Mt. Holyoke), A. L. Keith (South Dakota), G. H. Marx (Stanford), F. C. Woodward (Chicago).

Katharine R. Adams (History), Mills
 Gaetano R. Aiello (Romance Languages), Syracuse
 Oliver M. Ainsworth (English), Beloit
 John C. Andresohn (History), Indiana
 Evelyn Aylesworth (Physics), Mills
 Jeannette G. Barnes (Bacteriology—Public Health), Mills
 Abraham Berglund (Commerce), Virginia
 I. A. Bigger (Medicine), Virginia
 W. L. Bleecker (Bacteriology), Arkansas
 F. William Borgward (Business Administration), Syracuse
 Frederick L. Brown (Physics), Virginia
 Deane G. Carter (Agricultural Engineering), Arkansas
 Rosalind Cassidy (Hygiene), Mills
 L. P. Chambers (Philosophy), Washington (St. Louis)
 Rollin L. Charles (Physics), Franklin and Marshall
 Stanton C. Crawford (Zoology), Pittsburgh
 James F. Dilworth (History), Pittsburgh
 Victor H. Douchkess (Mathematics), Lafayette
 Claus E. Ekstrom (Education), Brown
 Flora A. Elder (Secretarial Science), Syracuse
 Alfred E. Emerson (Zoology), Pittsburgh
 Henry W. Farnham (Business Mathematics), Syracuse
 Martin L. Faust (Political Science), Pittsburgh
 Maurice Faure (Romance Languages), Washington (St. Louis)
 Duncan G. Foster (Chemistry), St. Stephen's
 Willard E. Freeland (Economics), Mass. Inst. Tech.
 Esther L. Gaw (Psychology), Mills

¹ Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

Wilson Gee (Rural Economics), Virginia
Alfred S. Goodale (Botany), Amherst
Armistead C. Gordon, Jr. (English), Virginia
Elmer D. Graper (Political Science), Pittsburgh
Marjorie B. Greenbie (English), Mt. Holyoke
Charles B. Hale (English), Cornell
Clifford C. Hubbard (Political Science), Brown
Jewell Hughes (Mathematics), Arkansas
Olin Ingraham (Political Economy), Mass. Inst. Tech.
R. L. Jones (History), Pittsburgh
Madge Johnson (Home Economics), Arkansas
William E. Knight (Modern Languages), Virginia
Stephen P. Loadvine (Finance), Syracuse
Richard C. Lord (Physics), Kenyon
Esther Lowenthal (Economics), Smith
J. Charnley McKinley (Medicine), Minnesota
Milton Marx (English), Cornell
Albert D. Menut (Romance Languages), Pittsburgh
Carl W. Miller (Physics), Brown
Clyde B. Moore (Education), Cornell
Helen E. Moore (Secretarial Science), Syracuse
Walter L. Myers (English), Pittsburgh
Mabel Newcomer (Economics), Vassar
Leslie Quant (Education), Western College for Women
S. R. Parsons (Physics), Arkansas
L. E. Porter (Chemistry), Arkansas
Winward Prescott (English and History), Mass. Inst. Tech.
Herbert F. Rudd (Education and Psychology), New Hampshire
L. C. Scott (Industrial Science), Toledo
Margaret G. Scott (History), Smith
Charles F. Shaw (Agriculture), California
John H. Sherman (Economics), Chattanooga
C. Wilson Smith (Education), Cornell
G. E. P. Smith (Agriculture), Arizona
Susan Mills Smith (Art), Mills
Willard M. Smith (English), Mills
Carl C. Speidel (Anatomy), Virginia
G. P. Stocker (Civil Engineering), Arkansas
Paul S. Taylor (Economics), California
Elizabeth B. Thelberg (Physiology and Hygiene), Vassar

Charles H. Toll (Philosophy), Amherst
Prescott W. Townsend (History), Indiana
Gertrude van Wagenen (Anatomy), California
Roy A. Waggener (Biology), Brown
Edgar Wertheim (Chemistry), Arkansas
Benjamin H. Williams (Political Science), Pittsburgh
Samuel R. Williams (Physics), Amherst
Jessica M. Young (Mathematics and Astronomy), Washington (Mo.)
J. S. Young (Political Science), Minnesota